

2016 Tennessee Educator Survey High School Teacher Module

The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey¹. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of five core versions provided to each of the groups listed below.

1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. Teacher and administrator branches include the following.

Teacher Branches

1. Early Career
2. High School
3. IPI School

Administrator Branches

1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. The High School Teacher Module follows this introduction. Teacher and administrator modules include the following.

Teacher Modules

1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

Administrator Branches

1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.



¹ Questions on the Tennessee Educator Survey were derived from a variety of sources including: the Tennessee First to the Top Survey; the Consortium on Chicago School Research (CCSR) surveys; the Schools and Staffing Survey (SASS), the Teaching, Empowering, Leading and Learning (TELL) survey; the What Makes Schools Work survey; and the Gates Measure to Learn and Improve surveys. Several items were also drafted by the Tennessee Department of Education. For more information on the source of individual questions, please contact the Tennessee Consortium on Research, Evaluation, and Development.

Tennessee Educator Survey: Teacher Survey Modules**Teacher Module H: High School & Bridge to Postsecondary**

1. In defining college and career readiness, how do you think we should assess whether a student is adequately prepared for postsecondary education and training? Please select the three you believe are most important.

a. Student has the ability to begin college, technical, or certificate courses without the need to first complete remedial/developmental courses.
b. Student scores at a proficient level on the TNReady assessments.
c. Student earns a college-ready composite score on the ACT college entrance exam.
d. Student graduates with critical thinking skills necessary to succeed in postsecondary options.
e. Student graduates with independent study skills.
f. Student has participated in a program offering experience in industry (e.g. work based-learning, internships, capstone projects, etc.)
g. Other (Please specify)

2. Please indicate the extent to which each of the following influence student placement into advanced coursework (e.g., coursework that is more intensive than basic minimum high school requirements) within your school?

	Little or no Influence	Some Influence	A Great Deal of Influence
a. The student's desire to enroll in a course			
b. Formal or informal administrator approval			
c. Formal counselor approval			
d. Formal or informal recommendation from a student's previous teachers.			
e. Formal approval by the course instructor			
f. Previous course performance			
g. Standardized test performance			
h. History of student attendance			
i. History of student behavior			

3. Please indicate the extent to which you agree or disagree with the following statements regarding students in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Students are well-informed about the range and level of credentials they can earn at various postsecondary programs and institutions.				
b. Students benefit from use of state-specific online resources such as CollegeforTN.org.				
c. Students understand how to get information about different postsecondary education or training opportunities.				
d. Students understand how to complete the various components of an application process for a postsecondary education or training.				
e. Students have a good understanding of what post-secondary education will cost (add: i.e., understand the difference between tuition and fees and actual cost of attendance).				
f. Students have a good understanding of the FAFSA and its importance for obtaining financial aid.				
g. Students are aware of state-funded grant programs that fund postsecondary tuition in Tennessee (e.g. Tennessee HOPE Scholarship, General Assembly Merit Scholarship, Tennessee Student Assistance Award, TN Promise Scholarship, etc.).				

4. Please indicate the extent to which you agree or disagree with each of the following statements about preparation for Early Postsecondary Opportunities (EPSOs), including dual credit, dual enrollment, AP, IB, CLEP, or industry certifications, at your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. This school offers sufficient opportunity for all students to complete rigorous coursework early in high school.				
b. All students in this school capable of engaging rigorous coursework receive				

proper placement in these courses throughout high school.				
c. Teachers in this school have the necessary resources to prepare all students for EPSOs.				
d. This school has the necessary technological resources to prepare all students for EPSOs.				

5. Please indicate the extent to which you agree or disagree with each of the following statements about placement into Early Postsecondary Opportunities (EPSOs), including dual credit, dual enrollment, AP, IB, CLEP, or industry certifications, at your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Current placement practices ensure all EPSO-ready students in this school are enrolled into EPSOs.				
b. Students in this school are well-aware of support for the financial requirements of EPSOs (dual enrollment grant, testing waivers, discounts, etc.).				
c. Students in this school understand the benefit of enrolling in an EPSO course while in high school.				

6. Please indicate the extent to which each of the following influence student placement into student placement into early postsecondary opportunities (EPSOs), including dual credit, dual enrollment, AP, IB, CLEP, or industry certifications, at your school?

	Little or no Influence	Some Influence	A Great Deal of Influence
a. The student's desire to enroll in a course			
b. Formal or informal administrator approval			
c. Formal counselor approval			
d. Formal or informal recommendation from a student's previous teachers.			
e. Formal approval by the course instructor			
f. Previous academic (grades) performance			
g. Standardized test performance			
h. History of student attendance			
i. History of student behavior			

7. Please indicate the extent to which you agree or disagree that each of the following obstacles are likely to impede students in your school from continuing their education after high school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Student preparedness entering high school.				
b. Student development (academic and non-academic factors) and growth throughout high school				
c. Academic performance and grades from the first two years of high school				
d. Academic performance and grades from the last two years of high school				

e. Student's Motivation				
f. Personal and family responsibilities				
g. Family's beliefs and understanding of postsecondary education				
h. Financial resources				
i. Student's understanding of navigating the postsecondary application and enrollment process.				